

CHAPTER I

INTRODUCTION

In this chapter the researcher presents about the background of the research, research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of the key terms.

A. Background of the Research

Language is used to create a meaningful communication among human beings. In other words, communication is the main function of language. Communication is impossible without shared knowledge and assumptions between speakers and hearers (Stubbs in Nurhayati & Yuwartatik, 2016a). People conduct communication using a language or language is used to create a meaningful communication among human beings. In other words, communication is the main function of function. English is one of languages used as a means of communication among the speakers. In the globalization era, English plays an important role especially in international communication and in the development of education, politics, economy, and tourism.

Today students learn English at school, they could learn the four skills namely, listening, speaking, reading and writing. All of these skills must be practiced by students and cannot be separated from one to another if one expects to be able to communicate freely in English. However, it cannot be denied that English is still a crucial problem for Indonesian students. As a matter of fact, until

today most students from junior high school up to university level have difficulties in all of these skills.

Listening is the basic skill in language learning. Listening is also of all four skills (listening, speaking, reading and writing) which learnt by junior high students. Many researches have indicated that with hearing in the classroom, and most of the time, by hearing students can know the variation of language skill in the English lesson. However, by hearing, even as used by the teacher, hardly ever functions as a means for the students to gain knowledge and explore ideas. Listening in Indonesia is a difficult lesson that learnt by the students because most of them get difficulties to listen clearly. Listening is considered as the most difficult lesson in English subject, because usually the students get difficulties to distinguish clearly what foreigners say on the recording of listening that given by the teacher in the classroom. In junior high school students have to study English, and the content in English book talk about discussion. Most of students are lazy to listen clearly so that they can't to distinguish between the correct and incorrect pronunciation on foreigners recording played by the teacher in the classroom.

Listening is one of the language skills having an important role in teaching and learning process. Listening is more merely hearing words. Brown (1994:234) states that the importance of listening in language learning can hardly be overestimated. Through perception, students internalize linguistic information without they could not produce language. In other words, listening provides the aural input that serves as the basis for language acquisition and enables learners to

interact in spoken communication. Without learning listening, people might not be able to speak, to read and to write.

Moreover, Larry and Chuen (2012:5) add that listening can provide enjoyment and stimulate cultural interests, participation in target culture (via movies, radio, TV, songs, and games), appreciation of the beauty of the language and fulfillment of social needs (development of relationships, confidence, gathering information for every survival needs). Since listening is very important in language learning, listening needs to be utilized in ways that facilitate learning.

Richard (2008: 4-10) states that dealing with learning listening, listeners need to know kinds of processes involved in understanding the incoming of spoken text. These are often referred as bottom-up and top-down processing. *Bottom up processing* is triggered by sounds, words, and phrases which the listener hears as he or she attempts to decode speech and assign meaning. *Top-down processing*, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “script” plan about the overall structure of the events and the relationships between them.

Bagui (1998 in Shannon, 2012: 1) states that there is a reason to believe that video would be a helpful addition to usual pronunciation teaching. Information processing theory suggests that by using both auditory and visual information a student is able to use dual-coding and access information through

multiple routes. A visual addition may also affect activation of auditory processing in the brain. It has been shown that a subject watching a person make speech-like mouth movements, even when there is no accompanying sound. It has even been shown that the addition of visual can affect the sounds that listeners think they hear. There are some different ideas regarding the issue, Joyce, Bruce & Marsha (1986) believe that using video format is not very helpful because it brings visual distractions; however, put emphasis on using video by claiming that videos let listeners learn all paralinguistic like intonation and stress, as well as non-linguistic cues like gestures and background information. Yousofi (2015: 24) states that teaching by video, students almost forgot to concentrate on the material, students cannot concentrate on the listening comprehension and focus on some other things available in videos.

Anitah (2012: 37) defines that audio is media to give message toward hearing. Audio language is something combines some voice elements, sound, and music that contain of abstract value. Audio media is very helpful to a beginner; audio media can give language learning experience, and for physical defect of student (blind or illiterate) can learn toward audio media. Anitah (2012: 38) also states that sometimes using audio media make the learning process to be bored for students, because students listen to the some audio in long time without variation learning.

The researcher started to identify what media that could help the students in teaching their listening comprehension. In 1999 –2000 the British Council facilitated a worldwide survey of policy and practice in the teaching of English as

a foreign or second language to young learners (defined as children of primary school age, roughly between the ages of five and 12). The researcher thought that listening comprehension must be taught with a new media improve the students listening comprehension. The media that would be used must be able to overcome the students' difficulties in listening comprehension. The media had to make what the speaker's said more clearly because the students could not catch the words although they had ever heard before. So, the researcher chooses the British Council to be the media because the pronunciation from the native speaker is easily to understand by the students. The researcher decided to compare teaching listening by using drilling and dictation by using audio. This study tried to compare whether or not significant difference between teaching students by using drilling and dictation by audio in listening comprehension for the third grade students of MTS Darul Huda Wonodadi Blitar in the academic year 2017/2018.

Usually in teaching listening, teacher was used audio media to help teaching learning process. Audio in the format of cassette or mp3 player is really familiar and easy to use. The tools to play the audio are also easy to find, such as: radio, mp3 player, and computer. However, audio visual in teaching was not a new media in teaching listening, even though it was rarely used by teacher.

At the school, listening is the problem for the students. Students usually feel difficult when they are asked hear some material from audio. There are many factors that cause the students get the difficulties when they are listening English language. Some problems also occur during the process of teaching and those are as follows. The observation in MTs Darul Huda Wonodadi Blitar and the

problems were: 1) when the teacher gave an explanation, the students talked each other. It made the students did not pay attention to the teacher, 2) the students had difficulties to listen some words in listening material, and 3) the students had difficulties catch what audio talking about. When the researcher conducts an interview to some students, they are said that listening is a difficult part in studying English. Because some of the students don't like to listening material from audio listening.

Based on the result of the researches' observation in Mts Darul Huda Wonodadi Blitar, there are some problems in the motivation of students to learn listen carefully to what the teacher has said, some students are also enthusiastic to review the previous material, the teacher often gave instruction and students listen carefully to what has been explained by the teacher, students enthusiastic to read the text and imitate the teachers' pronunciation, teacher pronunciation is very clear when given an explanation to the students, the teacher is active to give an instruction to the students in order that the students can answer the questions, the teacher corrects their pronunciation that is less appropriate when they speak English. Instead of some motivated students, there are also some problems faced by the students such as they got difficulties to speak English, there are also some students who are not enthusiastic to answer the question especially the boy students, the classroom environment is quite enough, but the atmosphere is very hot, and many of the students are getting sleepy and making a noise. And the last problem in the learning process, most of them speak mother tongue. When

conducted the observation in MTs Darul Huda Wonodadi Blitar the researcher see most of them get easier to speak the mother tongue than English.

Factor that makes it difficult for students to learn listening because they are lazy to hear to the kinds of conversations or questions about audio recording foreign people who pronounce English with correctly. Actually English is the most important language that students must learn, because English language is for their future. All of the students' problems must be solved by the English teacher. The problems that make the students get difficult to learn listening must be solve by the teacher with a good explanation and teaching method when the teacher in the classroom, but if the students at home they must study and tried it by themselves with helped from the internet or other sources such as an audio from British council. So, they get easily to learn it. The students' listening problems in the listening English must be identified so the teacher can solve the students' problems, because listening English is very useful for their future.

Based on the researcher's observation at the school that the researcher would implement the method of drilling and dictation in learning listening. Therefore researchers use these techniques whether this technique is effective or not use in students learning process by using listening.

In this research, the researcher compares between students listening ability using drilling and dictation at Mts Darul Huda Wonodadi Blitar. Mts Darul Huda Wonodadi Blitar is one of junior high school in Wonodadi. The students get less motivation to study second language especially in listening. So, that the students always ignore English materials in the classroom. They always play or make a

noise with their friends in the classroom because they are not interested in learning English materials. The researcher conducts this research based on the previous study from Anggita, entitled: “A Comparative Study between Teaching Students By Video And Audio in Listening Comprehension for The First Grade of SMP Muhammadiyah 9 Gemolong in The Academic Year 2016/2017, composed by Anggita Fatmawati English Department Study Program, Islamic Education and Teacher Training Faculty The State Islamic Institute of Surakarta. In Anggita Fatwati research, she found that the using video and audio is more effective to improve students’ listening comprehension.

Another study conducted chooses a comparative study between teaching students’ by video and audio in listening comprehension of the first grade students’ of SMP Muhammadiyah 9 Gemolong in the academic year 2016/2017 composed by Anggita Fatmawati as previous study because this thesis has differences with which will be research by the researcher is equally researching about listening which in combination with the audio. This thesis used audio as a medium of teaching. However, the different from the thesis of Anitah Anggita Fatmawati research on teaching students’ by video and audio in listening comprehension. The surplus from the research that conducted by the researcher is more easier to understand by the student’s because they study the listening comprehension with one media that is audio, but if in the previous study that conducted by Anggita Fatmawati the student’s must be study the listening with two media that are video and audio.

Based on the explanation above, the researcher takes the title “**A COMPARATIVE STUDY ON TEACHING LISTENING COMPREHENSION USING DRILLING AND DICTATION WITH AUDIO RECORDING FROM BRITISH COUNCIL IN MTS DARUL HUDA WONODADI BLITAR,**” and hopefully this is beneficial and important for English teacher, students, the reader, and especially for the researcher herself.

B. Research Problem

Based on the background of the research, the problem of this study is formulated as follow:

1. Is there any influence in the drilling technique using the audio recording of British council on teaching listening comprehension in MTs Darul Huda Wonodadi Blitar?
2. Is there any influence in the dictation technique using the audio recording of British council on teaching listening comprehension in MTs Darul Huda Wonodadi Blitar?
3. Are there differences on teaching listening comprehension using drilling and dictation techniques using an audio recording of British council in MTs Darul Huda Wonodadi Blitar?

C. Objective of the Research

1. To know whether there is an influence in the drilling technique using the audio recording of British council on teaching listening comprehension in MTs Darul Huda Wonodadi Blitar;

2. To know whether there is an influence in the dictation technique using the audio recording of British council on teaching listening comprehension in MTs Darul Huda Wonodadi Blitar;
3. To know the differences on teaching listening comprehension using drilling and dictation techniques using an audio recording of British council in MTs Darul Huda Wonodadi Blitar;

D. Research Hypothesis

The research hypothesis of this research can be described as follows:

1. H_0 there was no influence in the drilling technique using the audio recording of British council on teaching listening comprehension in MTs Darul Huda Wonodadi Blitar (Null Hypothesis)
2. H_a there is an influence in the drilling technique using the audio recording of British council on teaching listening comprehension in MTs Darul Huda Wonodadi Blitar (Alternative Hypothesis)
3. H_0 there was no influence in the dictation technique using the audio recording of British council on teaching listening comprehension in MTs Darul Huda Wonodadi Blitar (Null Hypothesis)
4. H_a there is an influence in the dictation technique using the audio recording of British council on teaching listening comprehension in MTs Darul Huda Wonodadi Blitar (Alternative Hypothesis)

5. H_0 There is no difference on teaching listening comprehension using drilling and dictation techniques using an audio recording of British council in MTs Darul Huda Wonodadi Blitar (null hypothesis)
6. H_a There is the difference in teaching listening comprehension using drilling and dictation techniques using an audio recording of British council in MTs Darul Huda Wonodadi Blitar (alternative hypothesis).

E. Significance of the Research

a. For learner

For learners, they have to compare on teaching listening comprehension by using two techniques. By comparing two techniques one of the affective techniques is dictation technique.

b. For future researcher

By comparing two techniques, the future researcher has a new reference about a comparative study on teaching listening comprehension. In addition, the researcher can know which one is more effective between two techniques on teaching listening comprehension.

F. Research Scope and Limitation

The scope involved in this thesis is a comparative study on teaching listening comprehension and the use of drilling and dictation as techniques. This research focuses on comparing between two techniques on teaching listening comprehension.

G. Definition of Key Terms

This study is directed to know a comparative study on teaching listening comprehension using drilling and using dictation. In order to avoid misunderstanding, the terms that use as follows:

a Comparative Study

A comparative study is the research that involves comparing two groups to see which one is the better techniques used in teaching listening comprehension. This research compared two techniques. Those are DRILLING and DICTATION techniques.

b Teaching

Teaching is simply to instruct the learner how to get the meaning across to be able to communicate some referential meaning in the target language (Paulston and Bruder, 1976:59). Therefore, learners are capable of satisfying their own expression orally. Its mean students must use their knowledge to express their mind to get the science from the teaching process.

c Listening

Listening is receiving what the speaker actually says that getting the speaker's idea, receiving the transfer of images, impressions, thoughts, beliefs and emotion from speaker (Rost, 2011: 3).

d Comprehension

Comprehension is an on-going process of constructing an interpretation of what the text is about and then continually modifying that as new information becomes available (Buck, 2001: 274).

e Drill

Drill is a method of teaching based upon repetition to establish fixed responses. The repetitive effort necessary to fix the response is generally carried on in what is known as the practice period (Borroughs, 1964).

f Dictation

Dictation is the action of dictating words to be typed, written down, or recorded on tape. According to Oxford Advanced Learner's Pocket Dictionary of Correct English, dictation is an activity of saying words aloud so that students' can write it down or test in which students' write down what is being read aloud to them (Hornby, 1995 : 123).

g Audio

Audio is media to give message toward hearing. Audio language is something combines some voice elements, sound, and music that contain of abstract value (Anitah, 2012:37).